



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 11481385  
SAU: Sanford School Department  
School: Carl J Lamb School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

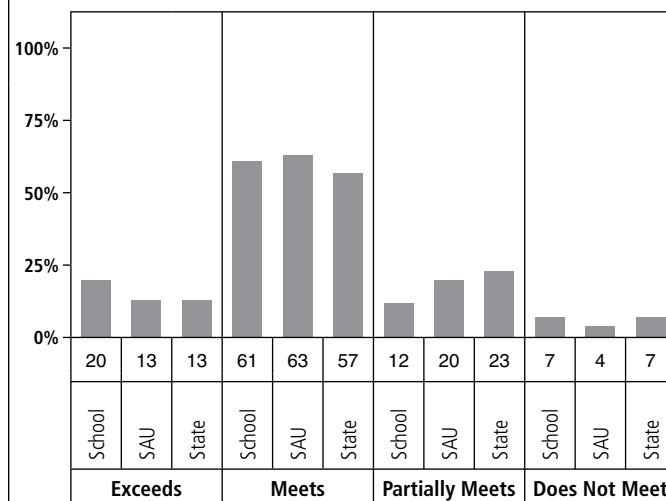
SAU: Sanford School Department

School: Carl J Lamb School

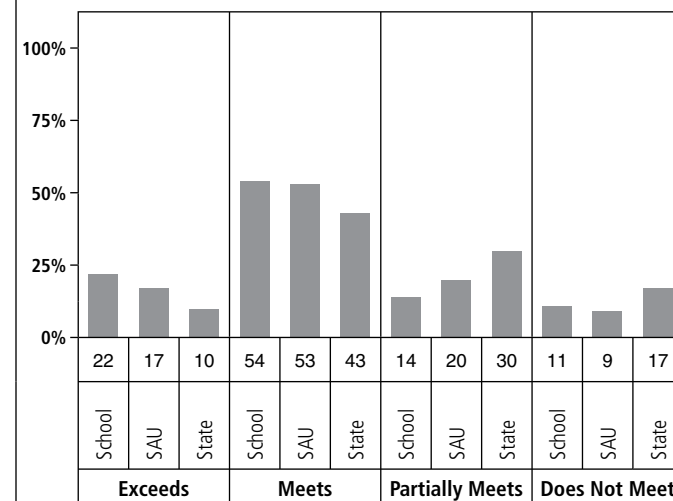
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	643	643	644
2006–2007	645	645	646
<b>2007–2008</b>	<b>650</b>	<b>649</b>	<b>648</b>
Cum. Avg. *	646	646	646
<b>Mathematics</b>			
2005–2006	644	644	641
2006–2007	645	646	643
<b>2007–2008</b>	<b>649</b>	<b>648</b>	<b>642</b>
Cum. Avg. *	646	646	642

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: Sanford School Department  
School: Carl J Lamb School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	77	100	237	100	14365	100	76	99	234	99	14266	99	76	99	234	99	14268	99												
Ethnicity African American/Black	1	1	2	1	418	3	1	100	2	100	407	97	1	100	2	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	2	3	2	1	249	2	2	100	2	100	249	100	2	100	2	100	248	100												
Hispanic	3	4	4	2	149	1	2	67	3	75	147	99	2	67	3	75	147	99												
Caucasian/White	71	92	229	97	13438	94	71	100	227	99	13353	100	71	100	227	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	14	18	44	19	2518	18	14	100	44	100	2479	99	14	100	44	100	2479	99												
Current LEP	3	4	8	3	349	2	3	100	8	100	339	97	3	100	8	100	344	99												
Economically disadvantaged	24	31	114	48	5335	37	23	96	112	98	5277	99	23	96	112	98	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	59	77	188	79	11613	81	59	77	190	80	11626	81												
Identified disability (PET/IEP)	1	2	6	3	373	3	1	2	7	4	373	3												
LEP	1	2	6	3	187	2	1	2	6	3	187	2												
504 plan	0	0	1	1	149	1	0	0	1	1	150	1												
<b>Participation with accommodations</b>	15	19	42	18	2451	17	15	19	40	17	2446	17												
Identified disability (PET/IEP)	11	73	34	81	1909	78	11	73	33	83	1910	78												
LEP	2	13	2	5	142	6	2	13	2	5	152	6												
504 plan	1	7	1	2	85	3	1	7	1	3	84	3												
Other	2	13	6	14	350	14	2	13	5	13	335	14												
<b>Participation through alternate assessment (PAAP)</b>	2	3	4	2	197	1	2	3	4	2	196	1												
Identified disability (PET/IEP)	2	100	4	100	197	100	2	100	4	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	1	1	3	1	75	1	1	1	3	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	Sanford School Department
School:	Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	1	1	9	4	1176	8
	2006-2007	0	0	7	3	1132	8
	<b>2007-2008</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>13</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	16	7	46	7	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	40	49	120	50	7612	51
	2006-2007	45	67	144	61	8127	57
	<b>2007-2008</b>	<b>45</b>	<b>61</b>	<b>144</b>	<b>63</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	130	58	408	58	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	33	40	86	36	4080	27
	2006-2007	15	22	57	24	3549	25
	<b>2007-2008</b>	<b>9</b>	<b>12</b>	<b>46</b>	<b>20</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	57	26	189	27	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	8	10	26	11	2005	13
	2006-2007	7	10	27	11	1478	10
	<b>2007-2008</b>	<b>5</b>	<b>7</b>	<b>10</b>	<b>4</b>	<b>981</b>	<b>7</b>
	Cum. Total*	20	9	63	9	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	34.8	62.1	33.6	60.0	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	17.3	61.8	16.6	59.3	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	17.5	62.5	17.0	60.7	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Sanford School Department  
 School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	74	15	20	45	61	9	12	5	7	650	230	13	63	20	4	649	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	1										2						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	2										2						247	16	60	20	4	650
Hispanic	2										3						145	8	45	34	14	643
Caucasian/White	69	15	22	40	58	9	13	5	7	650	223	13	62	20	4	649	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	1	8	3	25	3	25	5	42	637	40	3	35	40	23	639	2282	2	29	42	27	636
No	62	14	23	42	68	6	10	0	0	653	190	15	68	16	1	651	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	3										8	13	88	0	0	653	329	4	44	30	22	640
No	71	15	21	42	59	9	13	5	7	650	222	13	62	21	5	649	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	22	2	9	15	68	3	14	2	9	648	110	5	62	26	6	646	5153	6	51	31	12	643
No	52	13	25	30	58	6	12	3	6	652	120	20	63	14	3	652	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	74	15	20	45	61	9	12	5	7	650	230	13	63	20	4	649	14057	13	57	23	7	648
<b>Gender</b>																						
Female	37	7	19	24	65	3	8	3	8	651	112	18	66	13	3	651	6967	16	59	20	5	650
Male	37	8	22	21	57	6	16	2	5	650	118	8	59	26	6	647	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	11	0	0	7	64	4	36	0	0	645	25	0	56	44	0	644	1186	6	41	42	11	642
No	63	15	24	38	60	5	8	5	8	651	205	15	63	17	5	650	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	5	4	80	1	20	0	0	0	0	667	17	71	29	0	0	663	557	50	48	2	0	661
No	69	11	16	44	64	9	13	5	7	649	213	8	65	22	5	648	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: Sanford School Department

School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	20 50 30 0	3 7 5	20 19 23	8 22 15	53 59 68	2 5 2	13 14 9	2 3 0	13 8 0	648 650 654	9 54 34 3	14 15 12 0	43 62 71 43	14 21 17 57	29 2 1 0	642 650 650 643	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 53 8 4	6 8 1 0	23 21 17 0	16 27 2 0	62 69 33 0	2 3 2 2	8 8 33 67	2 1 1 1	8 3 17 33	651 653 642 625	42 48 6 3	13 14 7 0	66 68 21 14	18 16 50 57	3 2 21 29	650 650 639 630	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	24 61 15 0	5 8 2	28 18 18	10 30 5	56 67 45	1 4 4	6 9 36	2 3 0	11 7 0	653 650 648	21 65 14 0	21 12 6	64 64 55	9 22 27	6 2 12	653 649 644	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	18 69 14	2 11 2	15 22 20	8 31 6	62 61 60	3 5 1	23 10 10	0 4 1	0 8 10	651 650 652	21 67 12	10 14 11	58 63 67	27 18 19	4 5 4	648 649 650	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 64 28	0 8 7	0 17 33	3 30 12	50 64 57	2 7 0	33 15 0	1 2 2	17 4 10	639 650 654	9 63 28	0 11 21	62 64 58	24 21 18	14 4 3	642 649 652	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	50 47 3	8 6 1	22 17 50	20 24 1	54 69 50	4 5 0	11 14 0	5 0 0	14 0 0	648 652 660	58 41 2	14 12 25	58 68 50	23 16 25	5 3 0	648 650 651	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	12 65 11 12	0 9 4 2	0 19 50 22	7 32 1 5	78 67 13 56	1 5 2 1	11 10 25 11	1 2 1 1	11 4 13 11	648 651 651 650	13 66 9 12	10 13 24 7	76 64 38 57	7 21 29 25	7 2 10 11	651 650 647 645	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
<b>Optional school/SAU question</b> A. B. C. D.	75 0 0 25	2   0	67   0	1   0	33   0	0   1	0   100	0   0	0   0	660   638	50 33 0 17	67 0  0	33 0  0	0 100  100	0 0  0	660 638  638						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Sanford School Department  
School: Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	10	12	31	13	1463	10
	2006-2007	12	18	48	20	2092	15
	<b>2007-2008</b>	<b>16</b>	<b>22</b>	<b>40</b>	<b>17</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	38	17	119	17	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	36	44	99	41	5914	40
	2006-2007	31	46	101	43	5731	40
	<b>2007-2008</b>	<b>40</b>	<b>54</b>	<b>123</b>	<b>53</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	107	48	323	46	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	23	28	74	31	4494	30
	2006-2007	15	22	51	22	4175	29
	<b>2007-2008</b>	<b>10</b>	<b>14</b>	<b>47</b>	<b>20</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	48	22	172	24	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	13	16	37	15	3014	20
	2006-2007	9	13	35	15	2308	16
	<b>2007-2008</b>	<b>8</b>	<b>11</b>	<b>20</b>	<b>9</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	30	13	92	13	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	11.2	58.9	11.0	57.9	9.6	50.5
Cluster 2: Shape and Size	15	27	9.6	64.0	9.6	64.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.9	70.0	4.8	68.6	4.2	60.0
Cluster 4: Patterns	15	27	8.8	58.7	8.4	56.0	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Sanford School Department  
 School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	74	16	22	40	54	10	14	8	11	649	230	17	53	20	9	648	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	1										2						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	2										2						247	13	50	25	13	646
Hispanic	2										3						145	9	32	34	25	638
Caucasian/White	69	15	22	37	54	9	13	8	12	648	223	17	53	20	9	648	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	1	8	2	17	3	25	6	50	626	40	3	33	30	35	632	2283	2	18	31	49	627
No	62	15	24	38	61	7	11	2	3	653	190	21	58	18	3	652	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	3										8	25	63	13	0	655	339	5	22	32	41	631
No	71	15	21	39	55	9	13	8	11	648	222	17	53	21	9	648	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	22	2	9	14	64	3	14	3	14	645	110	13	54	25	9	646	5160	4	34	36	26	636
No	52	14	27	26	50	7	13	5	10	650	120	22	53	17	8	650	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	74	16	22	40	54	10	14	8	11	649	230	17	53	20	9	648	14065	10	43	30	17	642
<b>Gender</b>																						
Female	37	8	22	18	49	7	19	4	11	647	112	18	53	21	8	648	6974	10	43	31	16	642
Male	37	8	22	22	59	3	8	4	11	650	118	17	54	19	9	648	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	11	0	0	9	82	1	9	1	9	647	25	0	64	28	8	643	1192	4	23	43	30	634
No	63	16	25	31	49	9	14	7	11	649	205	20	52	20	9	649	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	5	4	80	1	20	0	0	0	0	666	17	88	12	0	0	670	557	53	42	4	0	663
No	69	12	17	39	57	10	14	8	12	648	213	12	57	22	9	647	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 6  
 SAU: Sanford School Department  
 School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	20	2	13	9	60	0	0	4	27	641	9	14	52	0	33	639	6	6	33	31	31	635
B. less than one hour	50	8	22	18	49	7	19	4	11	648	54	19	48	25	8	648	56	11	43	30	16	643
C. one to two hours	30	6	27	13	59	3	14	0	0	655	34	17	62	18	4	651	34	11	45	30	14	644
D. more than two hours	0										3	14	57	29	0	648	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	61	13	29	22	49	7	16	3	7	652	60	23	52	20	5	651	45	14	47	28	11	646
B. They match some of what I have learned.	27	2	10	13	65	3	15	2	10	648	31	10	54	28	8	646	43	8	43	33	17	641
C. They match just a little of what I have learned.	12	1	11	5	56	0	0	3	33	636	7	6	56	0	38	635	9	6	30	33	32	635
D. There is no match.	0										2	0	75	0	25	644	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	32	10	42	11	46	1	4	2	8	656	33	38	55	5	3	659	29	24	51	17	8	651
B. good	54	5	13	25	63	7	18	3	8	648	48	9	59	23	10	646	48	6	45	33	16	641
C. fair	11	1	13	4	50	1	13	2	25	641	16	3	39	42	17	638	19	1	29	42	28	634
D. poor	3	0	0	0	0	1	50	1	50	618	3	0	33	50	17	631	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	25	1	6	7	39	5	28	5	28	637	24	2	47	31	20	639	24	5	38	33	24	638
B. about the same as my regular schoolwork	62	13	29	26	58	4	9	2	4	653	64	22	55	18	5	651	62	9	45	31	14	643
C. easier than my regular schoolwork	14	2	20	7	70	1	10	0	0	657	11	23	62	12	4	654	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	47	9	26	15	43	6	17	5	14	647	58	19	55	18	8	649	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	51	7	18	25	66	4	11	2	5	652	41	16	54	22	9	649	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	0	0	0	0	1	100	600	1	0	0	50	50	614	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	32	7	29	12	50	2	8	3	13	649	20	22	51	18	9	649	17	8	39	30	22	639
B. two or three days a week	39	4	14	18	62	4	14	3	10	648	36	16	57	21	6	649	34	11	44	31	14	643
C. two or three times each month	26	5	26	9	47	4	21	1	5	651	27	18	48	24	10	648	31	12	44	29	15	644
D. never or almost never	3	0	0	1	50	0	0	1	50	627	17	15	58	15	13	647	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	29	5	24	8	38	2	10	6	29	642	17	16	42	18	24	641	11	11	37	29	23	641
B. two or three days a week	41	7	23	17	57	5	17	1	3	651	37	16	49	26	8	647	32	11	44	30	15	643
C. two or three times each month	22	3	19	11	69	2	13	0	0	654	31	21	63	15	1	653	32	11	45	30	15	643
D. never or almost never	8	1	17	3	50	1	17	1	17	645	15	15	56	21	9	648	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	1	33	0	0	2	67	623	5	0	42	25	33	635	7	6	29	33	32	635
B. 30–45 minutes	10	0	0	3	43	1	14	3	43	630	11	4	42	27	27	636	37	8	39	34	20	640
C. 45–60 minutes	16	3	25	4	33	4	33	1	8	646	26	12	48	33	7	644	42	13	47	28	12	645
D. more than 60 minutes	70	13	25	31	61	5	10	2	4	653	57	24	59	13	4	654	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	75	1	33	2	67	0	0	0	0	654	50	33	67	0	0	654						
B.	0										33	0	50	0	50	634						
C.	0										0											
D.	25	0	0	0	0	0	0	1	100	624	17	0	0	0	100	624						